

DOCUMENT RESUME

ED 193 624

CS 005 704

AUTHOR Welch, Jennifer S.
TITLE Promoting the Necessity to Read: A Guide for
Instructors of the Disabled Reader in the Teaching of
Survival Reading.
REPORT NO ISBN-0-89992-529-4; ISBN-0-89992-538-8
PUB DATE 80
NOTE 55p.
AVAILABLE FROM Alpine Publishing Co. of Montana, 3311 1/2 4th Ave.
North, Billings, MT 59101 (\$2.86 paperback, \$6.36
cloth, 30% discount for 10 or more copies, paperback
only)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; Adults; Basic Skills; *Daily
Living Skills; *Functional Literacy; *Functional
Reading; *Reading Instruction; *Reading Skills;
Secondary Education; Teaching Methods; Word Lists

ABSTRACT

Designed to meet the needs of older nonreaders, this booklet provides teaching suggestions and classroom activities for functional or survival reading skills. The topics covered include using the telephone; figuring the cost of a purchase; following directions; survival vocabulary for public signs; vocabulary for the medicine chest; reading the fine print in newspapers, abbreviations, recipes, and when ordering by mail; and suggestions for promoting reading. (MKM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED193624

PROMOTING THE NECESSITY TO READ

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A Guide for Instructors of the Disabled Reader
in the Teaching of Survival Reading

By JENNIFER S. WELCH

Illustrated by the Author

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Jennifer S. Welch

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ALPINE PUBLISHING COMPANY OF MONTANA
3311½ 4th Avenue North
Billings, Montana 59101

CSD5704

Copyright 1980
by Jennifer Welch

Edited by
Hap Gilliland

ISBN-0-89992-529-4 Hardbound
0-89992-538-8 Softbound

Independence, the capacity to be on our own, is a very important thing in all our lives.

Self-respect, that good feeling of accomplishment, is needed by every one of us.

"Somebody", that all-important title, is a necessary name for us all.

Success, that which we all strive for, I wish for my students the most of all.

"Thank you", those words that convey so much, I extend to my students for their enthusiasm to learn.

Jennifer S. Welch

FOREWORD

"Help! I am an adult, driving a car and running a home, but I cannot read road signs or medicine labels." "I am a high school student about to finish my school years and I can't read directions or want ads. I don't have the basic reading skills I need to survive as an adult." Are these your students talking? What can you do for them?

"Reading levels" "Graduation requirements," "Academic expectations." These are meaningless to the adult non-reader, or to the teenager who can read very little but will soon be a voter, a worker, a homemaker, an adult citizen. Time can no longer be used to try to bring him to "grade level." He is confronted with the necessity to read that awaits him outside the school walls.

These are the students that Jennifer Welch teaches and inspires. To meet their needs for survival skills, she has developed many ideas of her own, used those of others, and collected materials from unknown origins. She has put together the most useful of these ideas in this guide for teachers of disabled readers, in hope that their students may be better prepared for independent living.

Hap Gilliland
Emeritus Director
The Reading Services Center
Eastern Montana College

CONTENTS

1. USING THE TELEPHONE	7
2. FIGURING COST	13
3. FOLLOWING DIRECTIONS	21
4. WORDS TO LIVE BY	30
5. THE MEDICINE CHEST.	42
6. READING THE FINE PRINT.	49
7. SUGGESTIONS FOR PROMOTING READING.	57

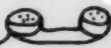
USING THE TELEPHONE



The telephone is becoming a necessity in every home. Everyone must know how to use it wisely, use it for emergencies, and use it for socialization. It cannot be taken for granted that everyone, especially disabled readers, grow up knowing everything there is to know concerning the use of the telephone.

Every citizen who owns a telephone must know how to use the telephone directory for more than a listing of numbers. The directory is an excellent example of alphabetization. The beginning pages of the directory, which are unfamiliar to many, contain a wealth of information.

The first pages of the directory contain the telephone numbers of where to call in case of a fire, the police, how to receive directory assistance, area codes, and when would a long distance call be the least expensive.



5

By having telephone directories of your city in the classroom,
you can provide the necessary instruction needed by your students.

TELEPHONE SKILLS TO BE MASTERED

1. Student is able to write his own telephone number, including the area code.
2. Student is able to locate an unknown telephone number in the directory.
3. Student is able to use directory assistance.
4. Student is able to use the telephone to call and report an emergency.
 - a. Student has memorized, or has available, the emergency numbers for his area.
 - b. Student is able to give the necessary information. (e.g., what exactly is the emergency, address, name, etc.)
5. Student is able to correctly use the directory to locate a number of a needed service, (e.g., doctor, dentist, barber, etc.) and make an appointment.
6. Student is able to use the Yellow Pages to locate a category for the necessary service.
7. Student consistently uses proper telephone etiquette.

SUGGESTIONS FOR THE INSTRUCTION IN THE USE OF THE TELEPHONE

1. On note cards, write questions pertaining to the different areas of the directory. All cards should be laminated or covered with clear adhesive film.

Examples:

a. Telephone -- Yellow Pages

1. Your TV is not working. Where are the telephone numbers of the service you need listed?

Heading _____ Number _____

2. You want to make reservations for dinner. On what pages would you find the telephone numbers of restaurants?

b. Telephone -- Call-guide

1. What is the number of the Bell Office in our town? _____
2. What should you do if you reach a wrong number when placing a long distance call? _____
3. Is there a charge when you call Information? _____

c. Telephone -- Directory

1. What is the telephone number of the Public Health Nurse in Campbell County?
2. What are the guide words for the page that contains your family's name?

3. What number would you call if you needed to know the correct time?
2. Use toy telephones or the battery-operated telephones to practice telephone etiquette, taking orders, and gathering all important information in a message.
3. Dramatizations of life situations where the telephone plays a major role.

Examples:

a. Accidental Poisoning

1. Have students act out what immediate care they must administer to the victim.
2. Students place the call to the correct number and offer the vital information (state of the victim, what was the poison, name and address, etc.).

b. Fire

c. Vehicle Accident

d. Various types of Crimes

1. Students must know how to correctly place call, along with knowing the emergency number. The student must be aware of what facts the police will want to be informed of, and the importance of safety.

TELEPHONE VOCABULARY

area code

assistance

call-guide

directory

emergency

long distance

number

operator

page

telephone

FIGURING COST

What possesses the strongest leverage over our day-to-day living? What one factor contributes the most to a feeling of independence? Money!

Because of the importance, the subject of money must be taught in a realistic atmosphere. The subject matter must also be appropriate to the projected life style of the student. When a student has finally conquered the problems surrounding money, he has taken a giant step towards his independence.

The instruction of money is no easy job, but if the endless possibilities that surround us are used, the task is simplified. Planning class menus, comparing prices and locating the best buy, checking blue book values for a car, operating under a budget, maintaining a checking account, are just a few of the money situations that confront us all. All are necessary skills if the student is to fulfill the capacity that is required for independent adult living.



MONEY SKILLS TO BE MASTERED

1. Student is able to give and receive correct change.
2. Student is able to correctly write checks and correctly maintain the checkbook with the corresponding statement.
3. Student is able to use coin-operated machines, (e.g., telephones, washer-dryers, candy machines, etc.).
4. Student is able to interpret receipts.
 - a. Student is able to determine the cost of individual items, the tax, and the additional information listed.
5. Student is able to budget properly.
 - a. Student is able to handle money for personal shopping, purchasing food for class meals, allowing for monthly living expenses and emergencies.
6. Student is able to understand advertizing and labeling.
 - a. Student is able to figure cost for individual item when priced by group. (e.g., How much would you pay for one pen, if they were priced at 3 for 30 cents?).
 - b. Student is able to determine the cost for several items, when the individual price is given. (e.g., How much would you pay for 15 candy bars, if each sold for 25¢?).
 - c. Student is able to choose the best buy when comparing size and price. (e.g., Which is

the better buy: 2 ten-ounce cans @ 45¢ each or 1 twenty-ounce can @ 87¢?).

7. Student is able to correctly use and understand decimals and percentages.
 - a. Student is able to determine the sales tax for an item or a total for several items.
 - b. Student is able to determine the cost of an item when a reduction is advertised. (e.g., What would a cost that was regularly priced at \$50.00 cost if it was marked 20% off?).
8. Student is able to use good judgment when using credit.
 - a. Student is able to determine the cost of an item, including the finance charges.
 - b. Student is able to determine if he will save money by buying a sale item on credit, or if it would be wiser to pay cash.
9. Student is able to understand financial readings, such as 'blue books', and determine value.

SUGGESTIONS FOR THE INSTRUCTION IN THE USE OF MONEY

1. On note cards, glue various advertisements cut from newspapers, etc., and add pertaining questions.

Examples:

TOMATO SOUP  5 10 1/2 oz. \$1	If you purchased 5 cans, you would have a total of _____ ounces. At this price, what would 1 can of soup cost? At this price, what would 15 cans of soup cost? (include 4% sales tax)
--	--

 Polyester SEWING THREAD 225 Yd. Spools Assorted Colors 7 spools \$1.00	Seven spools would total how many yards? 21 spools would cost how much? At this price, what would 1 spool cost? What type of sewing thread is it? What would the tax be on 7 spools? (use 4%)
---	--

2. Other examples of questions:

- a. What change would you receive if you paid for the item with \$5.00?
 - b. How much are you saving when you buy this item on sale? (regular price is shown on advertisement)
 - c. Would you have enough money to purchase these items if you had \$10.00 (have several ads on one card)
 - d. What would you pay for an 18 lb. turkey if the advertised price is 79¢ per lb.?
 - e. At this price, how much are you paying per foot? (50 ft. roll of wrapping; 2 for \$1.00)
 - f. List five features of this radio (or whatever item is featured).
3. If you cook in your class, have one student or a small group plan the menu. The student or group is then responsible for scanning the newspaper or nearby stores for the best prices for the needed groceries.

Depending on school policy, the students should have as much responsibility as possible in the purchasing of the food.

4. Set up each student with his own checking account. Some banks are willing to donate a small number of checkbooks.

Give each student a weekly or monthly wage. His wage may be set by an hourly wage or the class members may each be given a flat sum.

Require that each student pay his share for the class cooking project from his account. Also set up monthly expenses that must be paid by each student (rent, utilities, etc.).

At random, have students purchase extra items that may be subtracted from their account. These items could be cards with pictures or explanations of the purchase. (e.g., You and your younger brother went to the movie -- total cost: \$5.65).

It's interesting to see how closely the students are able to stay within a budget.

5. Have newspapers available in the classroom for the students to use freely. Besides showing how one can save money by checking ads and weekly specials, they are a tremendous source of instruction for other areas.

VOCABULARY FOR FIGURING COST

advertise

money

amount

percentage

buy

price

change

purchase

check

ounces

cost

receipt

decimal

sale

dollar

save

including

tax

items

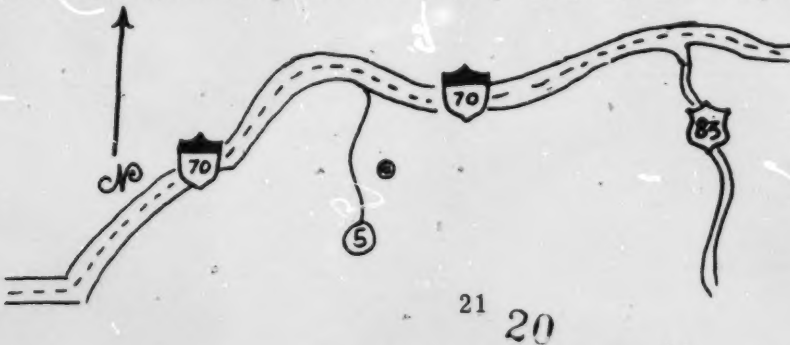
total

FOLLOWING DIRECTIONS

Is there ever a school day that comes to an end without the words, "Follow the directions", having been spoken? Completing a written assignment, returning a book to the library, or finding one's way to a new job, all involve the ability to correctly follow directions. A person's ability must carry him beyond the reading of written material or the understanding of which way is North. The skill to listen, read, or look for details, step-by-step procedures, and key words, must be developed if one is to successfully follow directions.

By starting with enjoyable activities such as picture and design assembly cards, one can develop the skill of noting details and training oneself to remember key points. An oral or written "Scavenger Hunt" can be a pleasant learning experience also.

As an instructor, one must remember to vary the form in which directions are presented. Are your directions always



printed at the top of the page? Do you always give your students oral directions? A variety of form will enrich the learning situation, as well as increase the students' ability to follow directions.

DIRECTION SKILLS TO BE MASTERED

1. Student is able to carry through written and oral commands.
2. Student is able to interpret symbols and abbreviations used in map legends.
3. Student is able to use correctly the terms north, south, east and west.
4. Student is able to navigate through a building, following written or spoken directions.
5. Student is able to correctly use a map to locate key points or cities, estimate distances, and determine the direction of travel.
6. Student is able to effectively direct another person to that person's desired destination.

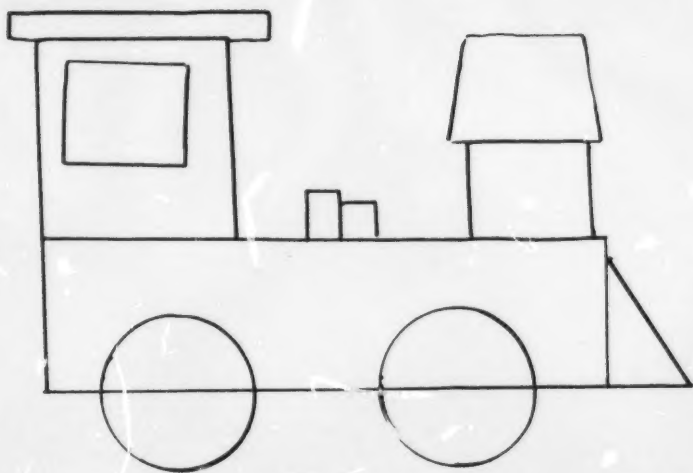
SUGGESTIONS FOR THE INSTRUCTION IN FOLLOWING DIRECTIONS

1. Have the students walk through their school and jot down the different clues/signs that direct them through the building. (Excellent with new students at the beginning of a new year.)
2. To train the students to be alert to noticeable key points and remembering what they have seen, picture and design assembly cards may be used.

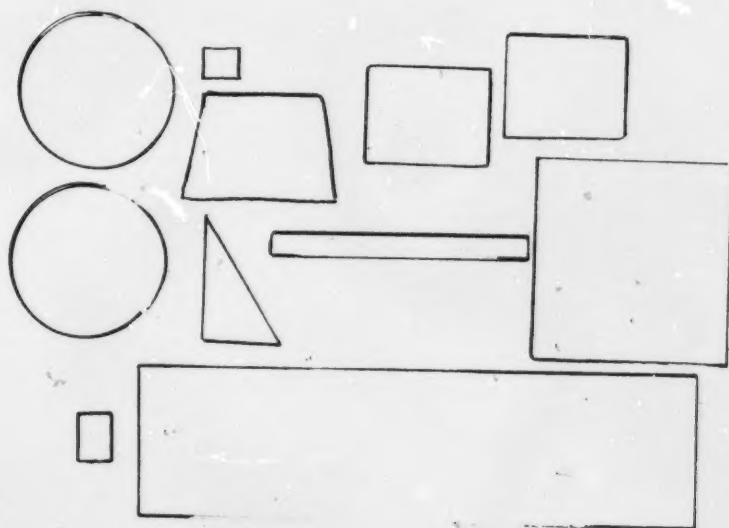
Whether you purchase the picture-design cards, or make your own, you should have at least 2 copies. One copy may be glued to heavier paper and laminated and left whole to be used as the guide. The second copy is also glued to heavier paper and is laminated, but is then cut into the individual puzzle pieces.

To keep the two copies together, glue an envelope to the back of the guide copy to keep the individual pieces.

Design assembly cards, picture assembly cards, as well as word search puzzles and direction-draw cards, are found in Language Instructional Activities, Book 2, by Avaril Wedemeyer and Joyce Cejka.

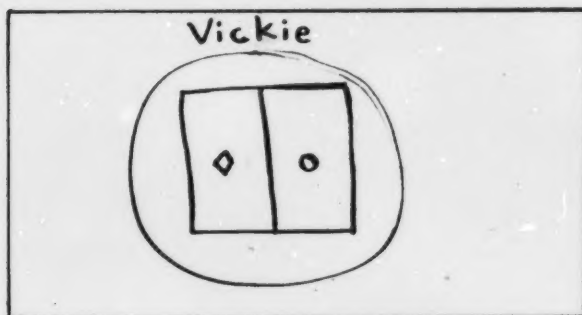


Picture Assembly Card



3. Direction draw cards are an interesting way to practice reading skills and also practice the art of following written and/or oral directions.

1. Draw a square in the middle.
2. Divide the square into 2 parts from top to bottom.
3. Draw a small diamond in the left part.
4. Put a circle in the right part.
5. Draw a large circle around the square.
6. Write your name at the top of the card.



4. Students become better listeners when the skill of following oral directions is nurtured, instead of being taken for granted.

"Scavenger Hunt" On a tape recording, give a list of directions to be followed. The student must follow the directions to arrive at the correct destination, receive the proper clue, or pick up his "prize."

Example:

"From our room, turn left and walk past three doors. Write down the words that appear above the third door."

5. Don't become stuck in a rut when it comes to giving directions for the daily assignments. Besides writing the directions on the top, bottom, or side of the paper, write them on the board; use the overhead; use flash cards; pin the directions to the back of your shirt. Try going through the majority of the day without speaking -- all communication is done on the chalkboard, etc.
6. On a table, board, or individual desk, place a map of your city, state, or whatever applies to your particular study. Cover the entire table and map with clear adhesive film.

This map is then ready to be used as a game (make up a stack of drawing cards, a spinner, and use small toy cars, etc., for playing pieces).

The map may also be used with the map lessons. If you are trying to instruct your students in map reading, a real map from a local gas

station, etc., is a more effective approach than the use of small ditto sheets.

7. Using maps of your city, locate important offices, buildings, etc. (Post Office, Bank, Dentist, Hospital, Barber/Beauty Shops, Library).

Practice the route to these places from different starting points. When the students are familiar with the map, play the game "Where am I?"

- a. Leader begins with a set of directions. ("If I go down Elm Street, heading North, and take a right at Main, . . .")
 - b. The student who correctly guesses the leader's destination, then becomes the leader.
 - c. Depending upon the ability level of your individual students, the game may be played with or without maps.
8. Using important or necessary locations (Listed in #7), have students direct you or another student to your desired destination.

This activity may be written or oral.

VOCABULARY FOR FOLLOWING DIRECTIONS

direction

east

left

legend

map

north

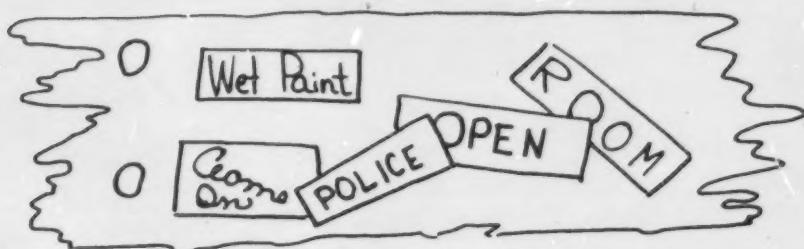
right

south

symbol

travel

west



4

WORDS TO LIVE BY

Perhaps the highest hurdle to be crossed in any learning situation is vocabulary. Without the knowledge of the words that build our daily lives, the disabled reader is boxed into a very tight corner. He is unable to move about town, find an office in an unknown corridor, or perhaps even, go to the bathroom in a public building. What could possibly be more shattering to someone than not being able to read the words that the majority of people take for granted? Knowing these words, as well as those that come with the different categories, builds a strong foundation for learning and reading for daily living.

WORDS TO LIVE BY

ADULTS ONLY

ALL CARS STOP

ANTIDOTE

ASK ATTENDANT FOR KEY

BEWARE

BEWARE OF THE DOG

BUS

BUS ONLY

BUS STOP

CAUTION

CHAINS REQUIRED

CLOSED

COMBUSTIBLE

CONTAMINATED

CONDEMNED

CONSTRUCTION ZONE

CROSS WINDS

CURVE

DANGER

DANGEROUS CURVE

DEAD END



DEEP WATER

DEER CROSSING

DENTIST

DETOUR

DIM LIGHTS

DIP

DON'T WALK

DO NOT BLOCK WALK

DO NOT CROSS

DO NOT ENTER

DO NOT INHALE FUMES

DO NOT PUSH

DO NOT REFREEZE

DO NOT SHOVE

DO NOT STAND UP

DO NOT USE NEAR HEAT

or

DO NOT USE NEAR OPEN FLAME

DOCTOR (DR.)

DOWN

DYNAMITE

ELEVATOR

EMERGENCY EXIT

EMERGENCY VEHICLES ONLY



EMPLOYEES ONLY

END

ENTRANCE

EXIT

EXIT $\frac{1}{2}$ MILE

EXIT ONLY

EXIT SPEED

EXPLOSIVES

EXTERNAL USE ONLY

FALLING ROCKS

FALLOUT SHELTER

FIRE ESCAPE

FIRE EXTINGUISHER

FIRST AID

FLAMMABLE

FLOODS WHEN RAINING

FOUND

FOUR WAY STOP

FREEWAY

GARAGE

GASOLINE

GATE

GENTLEMEN



HANDLE WITH CARE

HANDS OFF

HIGH VOLTAGE

HILL

IN

INFLAMMABLE

INFORMATION

INSPECTION STATION

INSTRUCTIONS

KEEP AWAY

KEEP CLOSED AT ALL TIMES

KEEP LEFT

KEEP OFF (THE GRASS)

KEEP TO THE RIGHT

LADIES

LANE ENDS

LEFT TURN ONLY

LEFT TURN ON THIS SIGNAL ONLY

LOADING ZONE

LOST

LIVE WIRE

M. P. H.

MECHANIC ON DUTY



MEN

MEN WORKING

MERGE

MERGE LEFT

MERGE RIGHT

NEXT

NEXT WINDOW

NO ADMITTANCE

NO CHECKS CASHED

NO CREDIT

NO DIVING

NO DOGS ALLOWED

NO DUMPING

NO FIRES

NO LEFT TURN

NO FISHING

NO HUNTING

NO MINORS

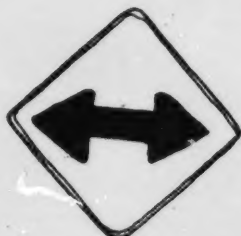
NO PASSING

NO RIGHT TURN

NO RIGHT TURN ON RED LIGHT

NO U TURN

NO SMOKING



NO SWIMMING

NO TURNS

NO TRESSPASSING

NOT FOR INTERNAL USE

NURSE

OFFICE

ONE WAY

ONE WAY -- DO NOT ENTER

OPEN

OUT

OUT OF ORDER

PED X ING

PEDESTRIANS PROHIBITED

PLAYGROUND

POISON

POLICE

POST OFFICE

POSTED

PRIVATE

PRIVATE ROAD

PULL

PUSH



R. R.

RAILROAD CROSSING

RESTROOMS

RESUME SPEED

RIGHT LANE MUST TURN RIGHT

RIGHT TURN ONLY

ROAD CLOSED

ROAD ENDS

SCHOOL BUS STOP

SCHOOL ZONE

SLIDE AREA

SLIPPERY WHEN WET (FROSTY)

SLOW

SLOW SCHOOL

SLOWER TRAFFIC KEEP RIGHT

SMOKING PROHIBITED

STEEP GRADE

STEP DOWN

STOP

STOP AHEAD

STOP FOR PEDESTRIANS

STOP WHEN OCCUPIED

TAXI



TERMS CASH

THIN ICE

THIS END UP

TURN OFF

TRUCK ROUTE

UNLOADING ZONE

UP

USE BEFORE (date)

USE LOW GEAR

USE OTHER DOOR

WALK

WANTED

WARNING

WATCH FOR FLAGMAN

WATCH FOR LOW FLYING AIRCRAFT

WET PAINT

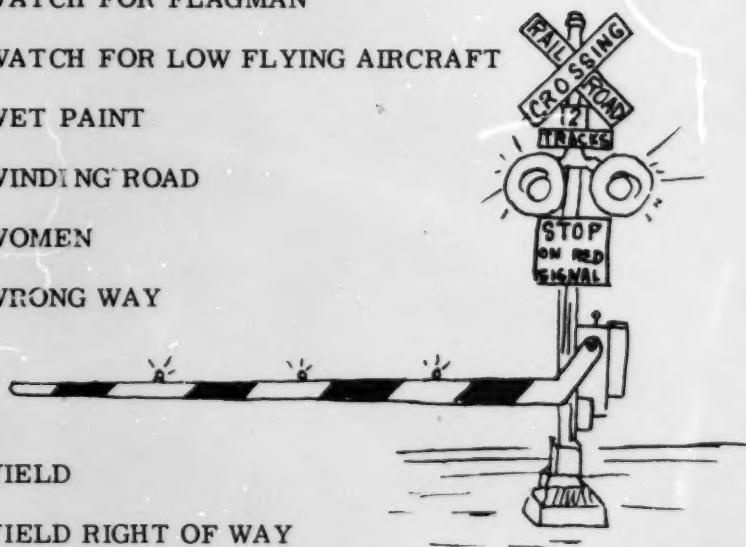
WINDING ROAD

WOMEN

WRONG WAY

YIELD

YIELD RIGHT OF WAY



SUGGESTIONS FOR THE TEACHING OF SURVIVAL VOCABULARY

1. In using the Words to Live by list, make word cards of different sizes, shapes, and colors. Place these and other words on heavier paper and laminate, so they will withstand heavy use. You may want to purchase Sig's. The package contains over 100 individual word and phrase cards.
2. At the beginning of the week, choose 10 (or more) words from the flash cards to be the special spelling/vocabulary words.
 - a. Use the words in all discussions, when preparing test questions or when practicing writing, etc. This will aid the students and make them feel more comfortable with the words.
 - b. Break down and analyze the word, its meaning and its usage.
 - c. Stress their use in all conversation.
3. Make wall-size crossword puzzles.
 - a. On large pieces of light paper, mark off 4" by 4" squares. Cut out several black pieces, also 4" by 4", to pin on the puzzle where needed. Post all of the clues at the beginning, or one clue per day, letting the students discover the words on their own. Just new words may be used or the puzzle may include review words.
4. Have the students make word puzzles, then have them exchange and complete each others' puzzles.
 - a. Give each student a piece of $\frac{1}{4}$ or $\frac{1}{2}$ inch

*Special Teaching Materials for Special Classes
Fern Tripp, 2035 East Sierra Way, Dinuba, CA 93618

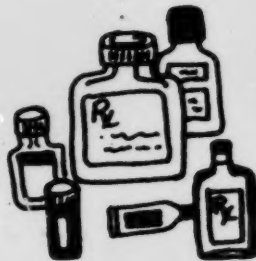
graph paper. Instruct them to first write in their vocabulary words for the week.

- b. After writing in all the required words, they are to fill the blanks with extra letters.
- c. Exchange papers, and they are to find the hidden words, which have been written diagonally, vertically, or horizontally in the puzzle.

THE MEDICINE CHEST

A small, but important, area of life is the ability to take care of one's body when ill. The student must possess the good judgement needed to know how, when and who to call if he is ill. Once he has received medical attention, he must understand the procedure to continue the prescribed treatment.

It must not be assumed that bottles of pills, vials of medicated syrups, and all other forms of medication must only be kept out of reach of very young children. Just because a student has grown in size and years does not necessarily mean that no precautions are to be taken. Age in years does not guarantee that a person can be trusted with any form of medicine. Medication is not something to be treated lightly -- it is a matter of life and death.



SKILLS TO BE MASTERED

1. Student is able to use good judgement concerning illness or other situations requiring some form of medical aid.
 - a. Student is able to correctly place a telephone call concerning an illness or an accident.
 - b. Student is able to seek help from a doctor, druggist, or free clinic.
 - c. Student is able to relate his difficulty or sickness to the doctor, nurse, etc.
2. Student is able to follow the directions given on the medicine bottle, tube, etc.
3. Student is able to perform simple first aid procedures (e.g., bandage small cuts, cleansing cuts, scratches, applying antiseptics, taking prescribed "over-the-counter" remedies).

SUGGESTIONS FOR THE INSTRUCTION
OF THE "MEDICINE CHEST"

1. Mount on the classroom wall a medicine cabinet or chest. A box or corner of a work table will work also.
2. Fill the cabinet with empty bottles, boxes, tubes, etc.
3. Write pertaining questions on cards and laminate.

Examples:

- a. What is a safe dosage of _____ aspirin for you to take?
- b. What directions are given for children under three years of age on the bottle of _____?
- c. What three cautions are listed on the package of _____?
- d. What should you do if you have taken an overdose of _____?
- e. You have taken 10 tablets in a 24 hour period. Have you taken an excessive amount of _____?
- f. Why is this package of _____ for homes without young children?
- g. Should you keep this medication in your refrigerator?
- h. If your child is 7 years old, what is the dosage?
- i. Why would you take _____?

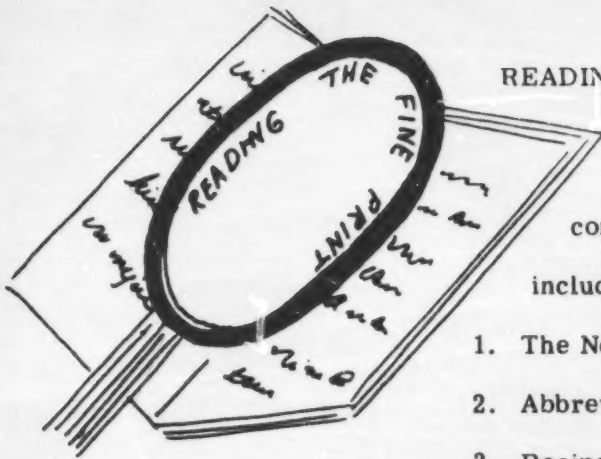
- j. Can you take this medicine if you have kidney disease? High blood pressure? Pregnant?
 - k. You last took your medication at 9:00 a. m. By the directions on the bottle, when should you take it again?
 - l. You have just cut your finger while opening a metal can. What first aid should you administer?
 - m. What medications are you allergic to?
 - n. Your child just stepped on a rusty nail. What should you do?
4. Act out different medical emergencies, and how they should be handled.

Examples:

- a. An accidental overdose -- what information must be transmitted to the doctor; what, if any, care should you administer until help arrives, etc.
- b. Choking
- c. Excessive bleeding
- d. A black or bruised eye
- e. Nosebleed

VOCABULARY FOR THE MEDICINE CHEST

accident	caution
choking	daily
direction	doctor
dosage	excessive
first aid	medication
medicine	precautions
tablets	prescription
warning	



READING THE FINE PRINT

Under this heading
come four topics. They
include:

1. The Newspaper
2. Abbreviations
3. Recipes
4. Ordering by Mail

These four topics may not appear to be related, but they all require a great amount of careful reading and the interpretation of the written material.

The newspaper is a life-line to the community around us. Reading the newspaper is a habit that should be instilled in everyone. An instructor should go to great lengths to include the newspaper in his reading program. If a budget cannot be stretched to allow for a class subscription, your personal copy, brought in a day late and shared by all, will achieve the same outcomes.

The second topic, Abbreviations, slides into the picture when one reaches the classified-ads section of the newspaper. With space at a premium, every conceivable abbreviation is used. This topic also plays a major role in topic number three -- Recipes.

Where would tonight's dinner be without recipes? And to continue, where would that recipe be if it weren't for abbreviations? Using recipes to teach fractions, or measurements, or safety makes the learning very enjoyable.

The fourth topic, Ordering by Mail, is important for the person with limited transportation. A student must know how to complete the order blank that is needed to receive that sweater from Sears, and read carefully to know that "4 FREE books", are not necessarily free. The student must comprehend all the hidden costs and obligations that are attached to his signature on the order blank. His package must not be a 'surprise' package.



SKILLS TO BE MASTERED IN READING THE FINE PRINT

1. Student is able to understand the abbreviations used in newspapers, recipes, catalogs, and other written material.
2. Student is able to print the information necessary for placing an order.
 - a. Name (in reverse order)
 - b. Street address
 - c. City, state, zip code
3. Student is able to understand distance/weight charts and determine correct postage for the item.
4. Student is able to determine cost, sales tax, postage and handling charges, and the total bill.
5. Student is able to adjust a recipe to given quantities.
6. Student is able to understand his/her obligations upon joining a club; asking for free-trial items; or placing any type of order.

SUGGESTIONS FOR THE INSTRUCTION IN THE USE OF THE NEWSPAPER

1. After discussing what information is found in advertisements, have the students make their own ads. Cut pictures, figures, wording, etc. from old magazines and newspapers.
 - a. Use the advertisements for math assignments. Exchange ads and have the students determine the amount of sales tax, the percentage saved, etc.
2. Glue ads onto cards and laminate. Add your own questions concerning sales tax, total cost, sizing, special features, etc.
3. Using a bulletin board showing a student reading the newspaper, pick a weekly topic, and have the students watch for related articles to post on the board.
4. Cut into separate pieces the cartoon strips. Paste onto cards and laminate. Have the students arrange them in the correct order. You may also want to remove the captions before you laminate, then have the students add their own, using a grease pencil.

SUGGESTIONS FOR THE INSTRUCTION IN USING ABBREVIATIONS

1. Have a race to see who can find the most abbreviations in the Classified section of the newspaper. You may want to later have the students tell what the abbreviations stand for.
2. When testing abbreviations, don't just have a written test. Hold up an item, a teaspoon for example, and have the students write down the correct abbreviation.
3. Make collages. Have the students choose a category (cars, states, cooking, etc.) and find as many pertaining abbreviations as possible. Glue the abbreviations onto a jar or heavy paper, then shellac and decorate.
4. If your students are interested in cars, "blue books" are fascinating to them and are loaded with abbreviations. List all the car's options, the year and make, and then have the students find the selling value.
 - a. Visit a car dealership, choose a car for each student, have him gather details. Back at the school, the student must then determine the "blue book" value.

SUGGESTIONS FOR THE INSTRUCTION IN READING RECIPES

1. The best and possibly the only way to teach the use of recipes is by actually cooking. Recipes help promote an understanding of fractions, adding, subtracting, etc.
 - a. Make a recipe more difficult by requiring the students to adjust the recipe to the amount of a key ingredient. (e.g., If the recipe calls for 4 ounces of chips, give the students 12 ounces.)

If the recipe is written on the chalkboard, it is easier for the entire group to participate in the adjustment.

SUGGESTIONS FOR THE INSTRUCTION IN ORDERING BY MAIL

1. From a catalog, cut the order blank, the postage/weight/distance charts. Glue these charts on heavy paper and laminate.

Also cut from the catalog pages of advertisements. Glue the pages to colored paper, glue a question card, then laminate.

2. Remove from magazines different order blanks, specializing in book clubs, record clubs, and others that offer free gifts for joining or trying the particular product.

Glue these entry forms on cards, add questions, and laminate. Focus the questions on what is required by the company if the person sends in the entry blank.

3. If the students order anything through the mail, make it room policy that the students pay for the membership or article from their established room-checking account, and deduct the amount from their balance.

VCCABULARY FOR READING THE FINE PRINT

abbreviations	ounces
advertisements	postage
cartoons	size
catalog	tablespoon
cost	teaspoon
cup	value
distance	weight

SUGGESTIONS FOR PROMOTING READING

Offer students a number of paragraphs out of sequence and ask them to place them in the proper order.

Present students with an incomplete deductive paragraph and require them to write the conclusion.

Have each child select a partner and set aside specific times for partners to read to each other.

Have children tape record sections of a book. Develop a game, such as, "Which book did this passage come from?".

Have children write, illustrate, and bind their own books. Encourage "Pen" names. Circulate the books around the classroom.

Partition off part of the room and load it with a variety of books, magazines, newspapers. Provide students with time to use the reading center.

Use bulletin boards that ask, "Do you know who I am?", or "What do you know about _____?". Include pictures, posters, and/or cards about subjects. Students then must write down any

information they have located in the library or from newspapers, etc. on file cards and post them on the board. Depending on the topic and your students, a week may be an accurate time limit.

Each day have a time set aside for recreational reading. Time may be chosen at random, or if your classes change every hour, have time set aside during the class period that would include the majority of the students or have a period of time for every class period.

Use filmstrips with the narrative on the bottom of the frame. Most students enjoy being the one selected to read the filmstrips.

Instead of the usual written summary, use cards to rate a book. Students put their name, the book title, and any comments on a color-coded card. Green = poor; White = good; Pink = great! The cards are placed on the appropriate hook or pile. After a period of time, you have an idea as to which books should be removed from the shelf.

With the bulletin board labeled "Freebees for your interests", display free pamphlets, booklets, etc., that companies are willing to send. The government agencies, Educators Guide to Free and Inexpensive Materials, and magazines such as the Ladies Home Journal and Good Housekeeping, are excellent sources for

"freebees".

(This bulletin board project is great for the students to practice their letter writing abilities. Receiving something in the mail is fun, and makes letter writing more enjoyable than 'pretend' letters.)

Have students read a paragraph from the text, then ask them to select from a group of prepared sentences those which would properly fit into the paragraph.

Classify their word-files, e.g., science, arts, literature, math, etc.

Use magazine covers and other illustrations or photographs and have students supply the one best word that characterizes the situation, event, or person depicted. Variation: Have students supply antonyms to express the reverse or opposite meaning.